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ABSTRACT

Well-developed lesson plans form the basis of successful training sessions. Each lesson plan has two parts: a cover sheet and a lesson outline. Cover sheets include a variety of information used when an instructor drafts a lesson outline and prepares to conduct a training session. Sections are: course, unit, and lesson titles; presentation time; presentation methods; terminal performance, enabling, and general objectives; evaluation; references; materials required; and safety precautions. Lesson plans, the instructor's guide and crutch, have three subdivisions: introduction (title, objectives, evaluation, presentation overview, value of the presentation), presentation (outline of lesson), and summary. (A sample lesson plan is attached.) (YLB)

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PLANNING TRAINING SESSIONS THAT START, GO AND END SOMEWHERE

By

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INTRODUCTION

Let`s suppose, for a moment, that one day your division officer hands you a curriculum outline for boat crew member training and says, "Chief Scupper, at the next boat crew training session I want you to teach a class, dealing with water tight integrity on Coast Guard 44` MLB`s, to several FN`s and SN`s who are prospective boat crew members." What will you do? Panic, you say! Or worse yet, you say, "I`ll delegate this assignment to Shackle. He was just promoted BM3." But why? You are the subject matter expert, not Shackle. Remember all of those training sessions, conducted by people who didn`t know much about their subject, that you had to attend when you were a seaman. They were deadly, sometimes being disorganized, and other times there were big gaps in the subject matter. Most training sessions didn`t seem to start at any special place, go anywhere or have any natural ending. It seemed to take forever to get people qualified, so why repeat the cycle. With your background as a BMC and many years of experience, this assignment should be a cinch. Why, you even have a sea story or two to throw in that will produce spine tingling chills and help motivate the neophytes. But, where do you start? Successful training sessions begin with adequate prior planning which in turn should lead to the production of well developed lesson plans. In order to do this, you must first have a good grasp of a few simple lesson planning techniques. In the next few paragraphs, we`ll consider this planning process, and the subsequence use of the lesson plan.

PRESENTATION

Lesson Planning. Sucessful training sessions start somewhere, go somewhere, and end somewhere! Stated another way, successful training sessions have an introduction, a body, and a conclusion. If this is to occur, instructors must have and use well developed lesson plans. The format presented below (see Figure 1) has been used with great success in the IT Course at USCG RSA Alameda, CA. It also has been extensively field tested at USCGRU St. Paul, MN and Maine Maritime Academy. At all three locations, instructors found, when using this approach, their training sessions or classes were extremely successful as manifested by students' ability to demonstrate minimum acceptable compentence with stated lesson objectives.

INSERT FIGURE 1 ABOUT HERE

The lesson plan has two parts; a Lesson Plan Cover Sheet and a Lesson Outline. Both are guides for the instructor.

Lesson Plan Cover Sheet. Lesson Plan Cover Sheets include a variety of information used when an instructor drafts a lesson outline and when he or she prepares to conduct a training session. Course, Unit and Lesson Titles, Presentation Time, Presentation Methods, Terminal Performance Objectives, Enabling Objectives, Evaluation and References sections are used especially during the lesson outline drafting phase. The References section may also be used during the conduct of a training session as is the Safety Precautions section. The Materials Required section is used when an instructor gets ready for (not to be confused with prepare) a training session. Preparation Date

and Revision Dates sections may be important in both training session phases (preparation and conduct) and also can be used for training standardization purposes. Course, Unit, and or Lesson Titles (see Figure 1), are important because one or more of them normally are written on a chalkboard, for student use, prior to beginning a class or training session. When used this way, they help prepare students for the coming session.

Titles: Titles come from a number of places like curriculum outlines, long range training plans, quarterly training schedules, practical factors sheets (CG-3303 series) for various ratings and so on.
Whatever the source of a lesson title, it should be very specific, reflecting in the most concise and percise way exactly what the class is about. Although the lesson outlined in Figure 1 really concerns 44` MLB safety, a title like "44` MLB Safety" would be inappropriate. Although it is concise, it in no way describes percisely, the subject of the lesson. The titles used in Figure 1 came from the Boatcrew Seamanship Manual (COMDTINST M16114.5 series).

Presentation Time, Presentation Methods, Lesson Objectives and Evaluation: These sections are to some extent linked. The time allowed for a particular training session must be sufficient to accomodate the methods of presentation being used. The methods of presentation chosen for use should be those which most efficiently and effectively train students to a point where they (at the very least) are able to demonstrate minimum acceptable competence with the training session objectives. In the example (Figure 1), the instructor uses both the lecture method (including visual aids, handout and quiz) and a practical exercise. Presentation time must take into account the time required for trainees to move from one instructional setting to another (from classroom to boat and back in the example) and perhaps back. In addition, Evaluation methods must also be taken into account when computing Presentation Time. Should the Evaluation of students occur during the

training session rather than sometime later, remember, if you are drafting a lesson plan, that performance tests usually take longer than quizzes. An oral quiz, if it is to be given, probably will take more time than a written quiz especially when you are the only instructor.

Terminal Performance Objectives: Terminal Performance Objectives (called TPSKO`s in COMDTINST 1550.8 series, Training Courses and Resources and; COMDTINST 1550.11 series, Standard Curriculum Outline) usually come from a curriculum outline. These Objectives should state exactly what a trainee is expected to do (performance) once a training has been completed, how well he or she should be able to perform the task (performance standard) covered during a training session and under what conditions the task must be performed if the trainee is to be considered minimumly competent.

Enabling Objectives: Enabling Objectives (called EO`s) are thought of as steps required to complete a terminal objective (see the Terminal Performance Objectives and the Enabling Objectives sections of Figure 1). If the lesson plan developer follows exactly the guidance provided by the Commandants Instructions cited above, EO`s, like TPSKO`s, should include a performance, performance standard and the conditions under which a trainee is expected to perform.

Objectives, General: Objectives must exist before a lesson outline can be prepared. They tell the person drafting the outline exactly where the training session is going or what the lesson outcome must be. The titles, TPSKO`s and EO`s used in Figure 1, also came from the Boat Crew Seamanship Manual. Upon examination of Figure 1, we see that learning objectives are student oriented; they state what the students will do versus what the instuctor will do so that trainee performance (competence with lesson objectives) may be easily evaluated following completion of a training

session. Well prepared lesson plans contain learning objectives which, by definition are always written in terms of what the student will learn or do.

Evaluation: Under Evaluation, the lesson plan developer states exactly how trainee competence shall be determined. Minimum acceptable competence is established by the lesson plan objectives. In the example, trainees should be able to set watertight integrity aboard a 44` MLB while the boat is at dockside during daylight hours. Also, trainees, without error, must be able to perform certain other functions. Evaluation must be tied directly to these objectives. Evaluation secondly, is used to measure the success of the training session and presentation methods themselves. If either is not a success, then lesson plan revision is in order.

References: The References section has two purposes. First, documents listed here are the sources from whence training session material was drawn. Second, and equally important, manuals and other publications are listed in this section when the instructor wishes to have students consult them. Whenever possible, page, chapter numbers or specific sections of the various publications should also be included.

Materials Required: Here we list items necessary to help make the training session a success. This is a bit of insurance to help prevent us from forgetting some instructionally important item, at the last moment, when the rush is on to set up for a coming session.

Safety Precautions: Last but not least, are Safety Precautions. Trainees must be warned at the beginning of a training session about safety hazards they may encounter during the session. Notice in our example, students are warned to be careful of sharp metal edges when they are aboard the 44` MLB.

In summary, Lesson Plan Cover Sheets include all of the information needed to get your training session started.

Training Officers: Training Officers of small units may find that the Lesson Plan Cover Sheet shown in Figure 1 includes information not relevant to or too extensive for brief all hands and departmental training sessions conducted by their commands. In such cases, use of an abbreviated Lesson Plan Cover Sheet like the one shown below is suggested (see Figure 2). This abbreviated cover sheet is presently being used by COMFESEC for standardized training at FESEC loran stations.

INSERT FIGURE 2 ABOUT HERE

Lesson Outline: Lesson Outlines are the focal point of a lesson as far as the instructor is concerned. They are his guide and crutch. They should have three subdivisions, Introduction, Presentation and Summary.

Introduction: The Introduction section is used to tell trainees what is going to be told to them or to give them an advanced overview of what is to come during their training session. This section has five major subdivisions; Title, Objectives, Evaluation, Presentation Overview and, Value of the Presentation.

a. Title: The Title comes directly from the Lesson Plan Cover Sheet. As was mentioned previously, the lesson title is normally written on a chalkboard so students can see it prior to beginning the training session.

b. Objectives: The Objective/s also come form the Lesson Plan Cover Sheet (see Figures 1 and 2). They may, however, be in an abbreviated form

from that found on the Lesson Plan Cover Sheet. Information of this type must be provided to students at the beginning of the training session if we expect them to perform at the minimum competency level (define by lesson objectives) during the evaluation phase of a training session and later on as well.

c. Evaluation: In the Evaluation subsection, we state and then tell students at the beginning of the class, exactly how their competence with lesson objectives will be judged. There should be no secret here. If we expect our students to be able to do something, let`s tell them how we shall decide whether or not they can perform to our satisfaction.

d. Presentation Overview: The Presentation Overview subsection is really where we tell our class what we are going to tell them. Giving them a picture of the remainder of a training session helps them organize both their thought processes and their notes.

e. Value of the Presentation: If a lesson has no value, why waste time presenting it. In the Value of the Presentation subsection, the lesson developer should be able to make a positive (and hopefully motivating) statement regarding a lesson`s value. The statement included here is, in the instructor`s words, passed on to class members during the Introduction phase of a lesson.

Presentation: The Presentation section is an outline of a lesson from beginning to end. Our example (Figure 1) includes five major subdivisions: (A) The Purpose of Watertight Integrity; (B) Watertight Closure Devices and Compartments on a 44` MLB; (C) Locations of Watertight Closure Devices; (D) Setting Watertight Integrity, and; (E) Practical Exercise.

Each major subdivision should be further subdivided as necessary to provide an adequate outline of that division. In doing so, a standard outline form like the one shown below is used:

A.

1.

2.

a.

b.

3.

B.

1.

a.

Summary: The final or Summary section provides a look back over material that was covered during a training session. This is a review. New material is never included here.

As you can see, this lesson planning and presentation approach provides students an advanced overview of a lesson, presents the lesson and then provides them with a review of the lesson.

Columns: Two columns are used in the Lesson Outline. The one not yet mentioned is titled Instructor Notes. Instructors use this column for anything they think is important. Included here are cues which: (1) help insure that some critical or extremely important point is not overlooked, (2) guide the instructor to a particular visual aid that is needed, (3) cue them when to use it; (4) help an instructor remember when to ask a question and so on. Sketches are sometimes also included here.

SUMMARY

Lesson plans are instructors` guides. They are outlines of training sessions. When well developed, lesson plans tell instructors where they are going and how to get there. They also help instructors to focus upon instructionally important details of training sessions, serve as scripts and are road maps which help keep training sessions directed toward their intended goal. In addition, they help to standardize lessons. Finally, well developed lesson plans help ensure the success of training sessions.

WHERE TO FIND HELP

O.K., suppose you are out there in the field, tasked among other duties, as a training officer, assistant training officer, a crew member assigned to develop a training session (one of your practical factors if you are enlisted; see CG-3303 series) or, just a Coastie interested in training, where might you seek help in lesson plan development? A call or letter to any of the training centers: Governors Island, New York; TRACEN Petaluma, CA; RSA Government Island, Alameda, CA or; RESTRACEN, Yorktown, VA will no doubt produce tangable results especially regarding technical subjects and development of training sessions they include. Coast Guard IT School is another good source of information.

Several Commandants Instructions and other service publications may also be of aid when it comes to the mechanics of training session development. Some of these are:

(1) Management of Training Courses and Resources (COMDTINST 1550.8 series)

(2) Standard Curriculum Outline (COMDTINST 1550.11 series)

(3) Interservice Procedures for Instructional Systems Development (NAVEDTRA 106A)

(4) Author Training Course (NAVEDTRA 10003)

(5) USAF correspondence course system

(6) Training, a publication of the Chief of Naval Personnel

LESSON PLAN COVER SHEET

SCHOOL: USCG Group Southwest Harbor, ME, Small Boat Training

COURSE: Boat Crew Qualification Program

WEEK/UNIT NUMBER/TITLE: 5/3.0/44` MLB Qualifications

LESSON NUMBER/TITLE: 3.2/Watertight Integrity

PRESENTATION TIME: 3.0 Hours

PRESENTATION METHODS: Lecture/Practical Exercise

TERMINAL PERFORMANCE OBJECTIVES: Upon completion of this lesson, students should be able to:

3.2.1 Set watertight integrity aboard a 44` MLB at dockside during daylight hours. The trainee must, without error, state the number of and locate the watertight compartments, hatches, doors and scuttles required for watertightness. All watertight doors whose dogs must be individually "CLOSED" or "OPENED" must be secured for watertightness by first setting up the dogs opposite the hinges.

ENABLING OBJECTIVES: Upon completion of this lesson students should be able to:

3.2.1.1 STATE the purpose of Watertight Integrity.

3.2.1.2 STATE the type and number of each Watertight Closure Device and compartment on a 44` MLB.

3.2.1.3 LOCATE each type of watertight closure device.

3.2.1.4 LOCATE tools necessary to secure the 44` MLB.

3.2.1.5. SECURE all quick acting hatches and doors.

EVALUATION: Student competency with lesson objectives will be evaluated by:

1. Oral Examination.

2. Demonstrating the ability to set watertight integrity on a 44` MLB.

REFERENCES:

1. 44` MLB Type Manual, Chapter 1, (COMDTINSTS M16114.2 series)

2. Boat Crew Seamanship Manual, Chapter 2, (COMDTINST M16114.5 series)

MATERIALS REQUIRED:

1. A 44` MLB.

2. One 35mm slide set titled, Watertight Integrity and the 44` MLB.

3. One copy of the following for each trainee:

   a. Handout 3.2.1, 44` MLB Watertight Integrity.

   b. Practical Exercise 3.2.1, Setting Watertight Integrity on CG 44 MLB`s.

4. One 35mm slide projector.

5. One portable movie screen.

SAFETY PRECAUTIONS:

1. Caution trainees to be careful of sharp metal edges when they are aboard the 44` MLB.

PREPARATION DATE: 85NOV15

REVISION DATES:

1. 86APR28

2. 86MAY07

3. 86SEP27

INSTRUCTOR NOTES	LESSON NOTES
I.A. Show the the slide set, Watertight Intregity and the 44′ MLB.	I. INTRODUCTION A. TITLE: Watertight Integrety on the Coast Guard 44′ MLB B. OBJECTIVES: When trainees have completed this lesson, they should be able to set watertight integrity on a 44′ MLB. They must, without error, be able to describe and conduct the process. C. EVALUATION Trainee competence with lesson objectives will be evaluated based upon the results of: 1. An oral examination. 2. A practical exam where each person sets watertight integrity on a 44′ MLB. D. PRESENTATION OVERVIEW The following topics are covered during this session: 1. The purpose of watertight integrity. 2. The types and numbers of watertight closure devices and compartments on a 44′ MLB. 3. The locations of closure devices on the 44′MLB.

INSTRUCTOR NOTES	LESSON NOTES
	4. Tools necessary to secure the 44′ MLB. 5. How to set watertight integrity on the 44′ MLB. E. <u>VALUE OF THE PRESENTATION</u> Being able to set watertight integrity under certain sea and crisis conditions may prevent a boat from sinking.
II. Allow 1 hour for A-D and 1 hour for E.	II. PRESENTATION
II.A. Emphasize personal and crew safety.	A. <u>PURPOSE OF WATERTIGHT INTEGRITY</u>: 1. Safety. 2. Prevent equipment loss or damage.
II.B. Refer to the slide set.	B. <u>WATERTIGHT CLOSURE DEVICES AND COMPATRMENTS ON A 44′ MLB</u>: 1. Quick acting watertight hatches (1). 2. Quick acting watertight doors (4). 3. Watertight doors with which the dogs must be individually closed or opened. 4. Watertight scuttles. 5. Watertight compartments.

INSTRUCTOR NOTES	LESSON NOTES
	C. LOCATIONS OF WATERTIGHT CLOSURE DEVICES: 1. Quick acting watertight hatches. 2. Quick acting watertight doors. 3. Watyertight doors with which the dogs must be individually closed or opened. 4. Watertight scuttles. D. SETTING WATERTIGHT INTEGRITY DEMONSTRATION: 1. Locate the T-handle wrenches and secure all scuttles. 2. Locate the dogging wrenches and secure all doors whose dogs must be individually closed or opened. 3. Secure all quick acting doors and hatches.
II.E. Give each trainee a copy of Practical Exercise sheet 3.2.1, Setting Watertight Integrity on CG 44′ MLB′.	E. PRACTICAL EXERCISE: Setting Watertight Integrity

INSTRUCTOR NOTES	LESSON NOTES
	III. SUMMARY A. <u>REVIEW BRIEFLY, THE MAIN POINTS COVERED DURING THE DISCUSSIONS OF</u>: 1. Purposes of watertight integrity. 2. Types and numbers of watertight closure devices on a 44′ MLB. 3. Locations of watertight closure devices on the 44′ MLB. 4. Setting watertight integrity.
III.B. Give each trainee a copy of Handout 3.2.1, <u>44′ MLB Watertight Integrity</u>.	B. <u>STUDENT REVIEW EXERCISE</u>:
III.B.1. Allow 10 minutes for this process.	1. Following completion of the Handout, conduct a brief class discussion in which students provide answers to Handout questions.

Figure 1. Example Lesson Plan.

LESSON PLAN COVER SHEET

WEEK/LESSON NUMBER/TITLE: 01/03/Watertight Integrity on the Coast Guard 44' MLB

PRESENTATION TIME: 3.0 Hours

PRESENTATION METHODS: Lecture/Practical Exercise

OBJECTIVES: Upon completion of this lesson, students should be able to:

SET watertight integrity aboard a 44' MLB at dockside during daylight hours. The trainee must, without error, state the number of and locate the water tight compartments, hatches, doors and scuttles required for watertightness. All watertight doors whose dogs must be individually "CLOSED" or "OPENED" must be secured for watertightness by first setting up the dogs opposite the hinges.

EVALUATION: Trainee competence with the lesson objective will be evaluated by:

1. Oral examination

2. Demonstrating the ability to set watertight integrity on a 44' MLB

REFERENCES

1. 44' MLB Type Manual, chapter 1 (COMDTINST M16114.2 series)

2. Boat Crew Seamanship Manual, chapter 2 (COMDTINST M16114.5 series)

MATERIALS REQUIRED

1. One 44' MLB

2. One 35mm slide set titled, Watertight Integrity and the 44' MLB.

3. One copy of the following for each trainee:

   a. Handout 3.2.1, 44' MLB Watertight Integrity

   b. Practical Exercise Sheet 3.2.1, Setting Watertight Integrity on Coast Guard 44' MLB's

4. One 35mm slide projector

5. One portable movie screen

SAFETY PRECAUTIONS:
1. Caution trainees to be careful of sharp metal edges when they are aboard the 44' MLB.

PREPARATION DATE: 85NOV15

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Figure 2. Abbreviated Lesson Plan Cover Sheet.